COUNCIL OF EUROPE CONSEIL DE L'EUROPE

European Language Portfolio

Portfolio européen des langues

MY LANGUAGES PORTFOLIO

European Language Portfolio: Teacher's Guide – third edition

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CiLT The National Centre for Languages

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Council of Europe
The following Council of Europe documents are available on the Portfolio website (**www.culture2.coe.int/portfolio**):

European Language Portfolio guide for teachers and teacher trainers
(David Little and Radka Perklov)

European Language Portfolio: The intercultural component and learning how to learn
(David Little and Barbara Simpson)

Common European Framework of Reference for Languages:
www.culture2.coe.int/portfolio/documents_intro/common_framework.html

The European Language Portfolio and the *Common European Framework of Reference for Languages* are tools to promote the Council of Europe's language education policy. Further information about the Council of Europe's work to develop the ELP and to promote languages and intercultural understanding can be found at: **www.culture2.coe.int/portfolio**.

Information about the National Languages Strategy, the 'Languages Ladder' and the national Key Stage 2 Framework for Languages can be found at: **www.dfes.gov.uk/languages**.

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CiLT The National Centre for Languages

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1 What is the *European Language Portfolio?*

The *European Language Portfolio* (ELP) is a document in which those who are learning or have learned a language – whether at school or outside school – can reflect on and record their language-learning and intercultural experiences.

The ELP was developed and piloted by the Language Policy Division of the Council of Europe, Strasbourg, from 1998 until 2000. In October 2000, the Standing Conference of the Ministers of Education of the Council of Europe adopted a Resolution recommending the implementation and wide use of the ELP.

CILT, the National Centre for Languages, organised pilots of two versions of the ELP, one designed for vocational purposes, the other for primary school children. Validated versions of both Portfolios were published in 2001. Both versions were updated in 2006.

The launch of the ELP took place across Europe during 2001, the European Year of Languages. By early 2004, 31 of the 45 member states of the Council of Europe, including all the larger ones, were somehow engaged in developing, piloting or implementing an ELP for learners of all ages, from those in primary schools to those in vocational education and universities.

Principles

A set of common principles and guidelines has been agreed for all Portfolios. Any version of the ELP must reflect these principles and must be validated by the Council of Europe's validation committee if it is to bear the Council of Europe's logo.

- The ELP is the property of the learner and can be taken from school to school, to college and into the workplace.
- All competence is valued, regardless of whether it is gained inside or outside of formal education.
- The ELP encourages lifelong language learning and motivates learners to take responsibility for their own learning by providing self-evaluation and assessment.
- The ELP is linked to the Common European Framework of Reference for Languages (see page 20).
- All versions of the ELP record learners' progress and achievements in languages and include intercultural and personal experiences and contacts.

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My Languages Portfolio

My Languages Portfolio is the version of the ELP validated for use by children in the UK. It comprises a children's file with accompanying teacher's guide.

This revised teacher's guide replaces the second edition published in 2004.

***My Languages Portfolio* is:**

- a learning tool;
- a means of celebrating children's language-learning experiences;
- an open-ended record of children's achievements in languages;
- a document which can be kept by the child or the teacher;
- a valuable source of information to aid transfer to the next class or school.

My Languages Portfolio aims to introduce primary school children to a language-learning process which lasts for life. It helps children to:

- become more aware of the importance and value of knowing different languages;
- value and promote cultural diversity;
- reflect on and evaluate ways in which they learn;
- develop responsibility for their learning;
- build up knowledge and understanding.

The *European Language Portfolio* reflects the content of the national Key Stage 2 Framework for Languages from ages 7–11. The Portfolio also contains self-assessment grids which mirror the voluntary national recognition system, the Languages Ladder. This system credits language-learning achievement at all levels, enabling children and teachers to assess achievements using 'can do' statements in the skills of listening, speaking, reading and writing. Children may assess themselves or be assessed in just one skill in any one language. Voluntary external assessment at the end of each stage is available through Asset Languages.

Electronic portfolio

Children can fill in the Language Passport section of the Portfolio electronically, by visiting **www.nacell.org.uk**.

Which languages?

My Languages Portfolio is designed to celebrate and record a child's experiences of foreign or community languages, wherever this learning has taken place.

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Functions of the ELP

1 A tool for learning

The ELP is the property of the learner. Using the ELP helps to give children a commitment to and ownership of their learning. By discussing and negotiating the aims, content and processes of their work at regular intervals, children gradually learn to take more responsibility for their own progress. The Portfolio helps them develop a reflective approach to language learning and to develop language-learning strategies which help them to learn independently.

2 A tool for assessing and recording

The ELP gives children a real sense of pride and achievement, by providing a means of showing off their language competence to others. Children using the ELP have appreciated the opportunity to record and see at a glance their achievements and progress.

The ELP contains a description of language-learning objectives and levels to be achieved and thereby supports both the teacher and the learner. It is designed to be an ongoing record, which is updated gradually. Guided by their teachers, children record their progress repeatedly over time, not just at the end of the course or the year.

Children can assess their own progress using the steps of the Languages Ladder. In addition they can also self-assess using the levels developed by the Council of Europe.

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Sharing the rationale

Teachers in two schools share with their young learners the underlying rationale behind the ELP.

In school A the teacher gave out the ELP in the first week of term. The teacher and children looked at the section 'My Language Biography'. They talked about how they learn languages and what they would be doing in their language lessons. Those children who had knowledge of another language told the class of their experiences. This led to an interesting discussion about effective ways of learning and the strategies we use, e.g. listening, understanding, communicating, miming, memorising.

The teacher asked children to describe any experiences of other languages or contacts with another culture they had had and asked them to think about what they had learned from these encounters. The teacher explained that children could record these experiences in the Portfolio.

The teacher told children that they could use the ELP regularly throughout the year to help them think about how their languages were improving, how they were learning and to record their progress.

In school B the teacher gave the children their ELP at the beginning of Term 1. The teacher presented the ELP to the class and discussed with them how it would be used, pointing out that the ELP is their property, although the teacher may keep it. The teacher explained that they could use the ELP to:

- show off their best work;
- show other people what they know and can do in languages;
- keep an ongoing record of their work and progress;
- help them see that they are making progress;
- show to others when they change class or school.

The teacher asked the class to fill in some parts of the 'Passport' and 'Biography' straight away, telling them that they would be able to record their progress gradually throughout the year. They then focused on the 'Dossier' pages, talking about the type of work they would be doing, what they could put into the 'Dossier' and how they update it regularly.

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2 Content of the ELP

My Languages Portfolio has three main sections:

- My Language Biography;
- My Dossier;
- My Language Passport.

My Language Biography (pages 3–15)

The Biography is an ever-changing part of the ELP which children should revisit and update regularly, enabling them to reflect upon and record what they can do in each language. It is helpful to record how long children have been learning or have heard a language. It may be necessary to consult parents to obtain such information.

The Biography contains 'can do' statements which children colour in and complete as they progress, building up into a personalised learning diary.

By recording activities in this way, children become aware of their progress and of the linguistic content of the course.

When to use the Language Biography

Children can work with the Biography at frequent intervals throughout the course. For example, children:

- start working with the Language Biography at the beginning of the course, recording their experiences, looking at examples of what they will be learning and talking about how they will be doing it. When children are confident with one or two specific items of content, they can colour in one or two of the speech bubbles to record their learning. They can then look ahead at the next targets and think about how they are going to learn them. At a later stage they can look at some of the pages in 'Better and better!' on pages 22–31 of the Language Passport and tick off levels in the progress charts. They repeat their self-assessment on a regular basis throughout the course.
- work with the Biography section at regular intervals through the year, not just at the end of the term or year, so that they repeat the process of reflection about targets and self-evaluation on a regular basis. This helps them to understand the language-learning process and to take some responsibility for their own learning.

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Further pages

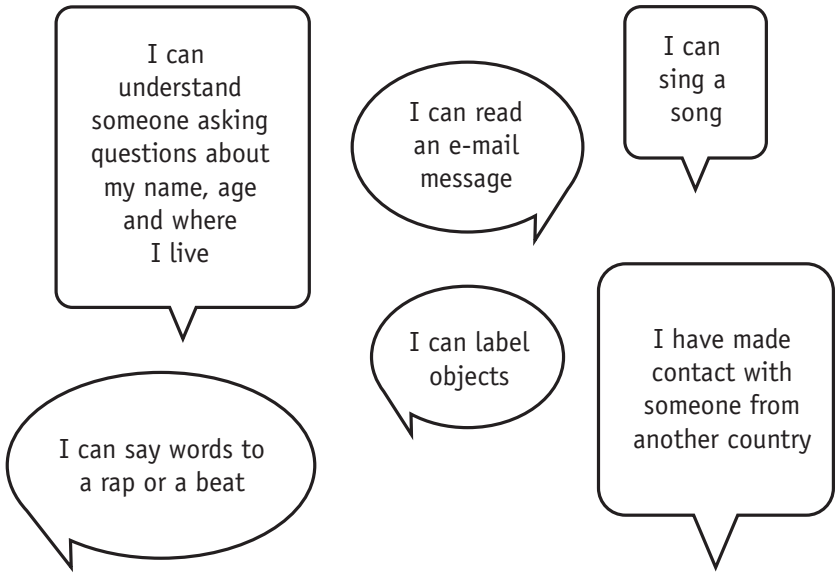
Teachers may need to photocopy or download pages for different languages, if necessary.

When children have coloured in all of the speech bubbles or have reached the higher levels, write further statements on separate pages and add them to the Portfolio. Further statements should be based on course content and relate to the 'Languages Ladder' (see pages 22–30) and the KS2 Framework for Languages.

What the Language Biography contains

My progress in learning languages (pages 9–15)

These pages form a personalised learning diary, showing specific targets and achievements and enabling children to look ahead and become aware of what they will be learning.



The sections are:

1 **Listening**

2 **Speaking**
This page records children speaking but not interacting, e.g. singing a song, giving a talk or reciting a rhyme.

3 **Talking to someone**[1]
This page records spoken interaction, i.e. listening to someone else and responding to them.

4 **Reading**

5 **Writing**

6 **Intercultural understanding**

[1] In addition, pupils could record achievements in language-learning strategies on page 7.

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My Dossier (page 17)

The Dossier is one of the most important parts of the ELP for young children, as it is a personal collection of their own work.

Here they file any special pieces of work, pictures or recordings which illustrate their experiences and achievements. Children take pride in their Dossiers and learn to take responsibility for what should be included, by removing and replacing work as they progress.

Teachers should help younger children to review their Dossiers on a regular basis, evaluating the contents and replacing previous material with improved and more advanced work.

When children leave a class, they can select favourite pieces of work which reflect levels they have achieved, to show off to their new teacher or school.

When to use the Dossier

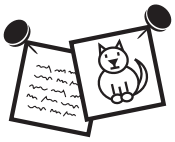
Children:

- start working with the Dossier right from the beginning of the course. As it is their own property, they decide what to put into it;
- select special work which will best illustrate their achievements and experiences, e.g. children look back at 'My progress in learning languages' and 'Better and better!' in their Language Passport and choose pieces of work to show to others that they know specific things from those lists;
- regularly update the Dossier, replacing outdated materials and/or re-organising it as they progress.

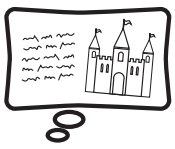
As the Dossier grows, children can divide it into different sections according to different skills, intercultural materials, or on a term-by-term or yearly basis to show progress, for example:

Songs and rhymes I know

My e-pal


My pictures and words

Meeting people


Stories I've heard

Stories I've read

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What makes a good Dossier?

One of the features of any good language Dossier is the ease with which someone looking at it can discover what children know and can do and relate it back to the levels recorded in the Biography and Passport.

Encouraging reflection on dossier work

- Children discuss what a good Dossier should look like.
- They think about recent work they have done which could show people what they have learned and the level they have reached, e.g. audio or video recordings, labelling, e-mail messages, reading record, songs, reading books.
- Children make suggestions for the best type of work which could illustrate their achievements.

Ideas for materials which children might put into a Dossier

Work and products which children would like to keep and show might include:

- pictures;
- souvenirs;
- e-mail messages
- selected written work;
- photos;
- audio or video recordings;
- descriptions and results of project work;
- copies of letters or e-mail messages sent to a partner school;
- examples of any listening, speaking, reading or writing games or exercises;
- a personal word list;
- a reading record;
- posters;
- reflections on ways of learning a language.

Showing off the Dossier

On a regular basis, once a month or twice a term, teachers could devote a whole class lesson to the Dossier. Children prepare for the lesson by reviewing and if necessary rearranging the material in their Dossier. During the lesson, children work in pairs, presenting their Dossier to each other and explaining which items are most valuable to them and why. If time permits, pairs can form groups and each group can prepare an overview of its Dossier for presentation to the rest of the class.

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My Language Passport (pages 21–33)

The Passport provides an overview of the languages a child knows, or is learning. It covers both home and school contexts and is a way of giving visibility and value to all language-learning experiences.

It can be used to motivate young learners and it may be particularly valuable, together with 'My Dossier' section, when children move from school to school or when teachers change.

At the beginning of their course some children may have experience only of one language. During the course the ELP highlights and promotes the linguistic diversity which exists in our society, both inside and outside of school.

The Passport is a record of children's language-learning experiences in which they record:

- languages heard or learnt at home; including mother tongue, when this is not English;
- languages learnt at school;
- languages learnt out of school;
- contacts and intercultural experiences.

The self-assessment pages of the Passport contain the following:

1 A summary of the Council of Europe levels for each skill – Listening, Speaking and talking to someone, Reading and Writing. These are shown under the headings of Breakthrough A1, Preliminary A2 and Intermediate B1.

2 The nine grades of the Languages Ladder, the National Languages Recognition System for England, are shown beneath the overarching Council of Europe levels. The Languages Ladder grades are grouped in threes, giving an approximate correlation to A1, A2 and B1 of the Council of Europe levels.

Most children who begin a new language in Year 3 will not reach Grades 7, 8 and 9, which are included for those who may have been learning a language for a longer period of time or at a high level of intensity.

When to use the Passport

Some parts can be filled in from the outset. Thereafter, children can review the information and add to it as they progress, e.g. at the end of each term or end of a course of work.

Things you might add to the Passport

- An outline of the course or course materials
- Blank pages copied for pupils to fill in their experience of other languages
- Notes of visits, excursions, exchanges, contacts with native speakers
- Cross-curricular work

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Teachers may like to insert an outline of the language-learning programme of the school relating to the learning objectives of the Key Stage 2 Framework for Languages and noting particular learning strategies, structures, intercultural work, topics and references to particular teaching materials used. Children should make reference to how far they have progressed through any specific course.

Where children are learning more than one language, these pages can be photocopied or downloaded from the NACELL website so that there is one page for each language.

On page 31 children can list any contacts, projects, visits, excursions or exchanges which have helped them to develop their knowledge and understanding of different languages and cultures.

Better and better! **(pages 22–31)**

Using these pages, children reflect on what they have learned and evaluate their own language competence and progress. The ladders act as a summary of their progress. Use them on a regular basis to update achievements and to encourage children to reflect on their learning in different skills.

Children can fill in their progress on the four ladders for:

1 Listening

2 Speaking and talking to someone

3 Reading

4 Writing

The statements are taken from the Languages Ladder and relate also to the levels defined by the Council of Europe in the Common European Framework for Language Learning: A1 Breakthrough, A2 Waystage, B1 Threshold, as well as the levels of the national KS2 Framework for Languages.

For example:

- I can understand a few familiar spoken words and phrases.
- I can answer simple questions and give basic information.

The Passport also contains self-assessment checklists for the Council of Europe levels of the Common European Framework, pages 32–33. Children can assess their own progress using these levels and note them on pages 23–30.

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3 Using the ELP in the classroom

Making time for the ELP

With many different pressures and demands to cope with, teachers may find it difficult to allocate time to the ELP, which does make some additional demands on time in the short term. First of all, it will be necessary to become familiar with the contents and workings of the ELP and then to explain the essentials and the rationale to children. However, once established, the ELP should encourage an attitude to language learning in children that is beneficial to teachers. Use of the ELP will increase children's capacity for reflection and self-assessment, thus enabling them gradually to take more responsibility for their own learning.

The ELP can form part of the language teaching and be integrated into the course and teaching materials.

The ELP is not another record to be added to the teacher's long-term administrative burden. It is a learning tool, essentially the property of the child, but used under the guidance of the teacher.

How often should we work with the ELP?

There are two aspects to this question which you need to consider: first, how often children should colour, draw or write in their ELP, and second, how often the teacher should explicitly devote teaching time to the ELP as a learning tool, discussing children's learning, reflecting on learning outcomes, setting targets or getting children to assess themselves.

To get most benefit from using the ELP, children need to work with it at regular intervals throughout the year, so that they can reflect on what they will be learning and what they have learned.

- From the outset, children fill in parts of the Biography relating to linguistic and intercultural experiences.
- 'My progress in learning languages': teachers choose several short-term and easily achievable 'I can …' bubbles or statements and make these the focus of learning for the next few lessons, e.g. 'I can count from 1–10', 'I can name colours', 'I can label objects'.
- Children can evaluate their progress in pairs or with the teacher. They can colour in the bubbles when they have achieved their goals and also put evidence of their achievements in the Dossier. Teacher and children can then reflect upon the next 'can do' bubbles and set new targets.
- The Passport and 'Better and better!': Children do the same with the levels. Teachers help them to think about the work they have been doing, how they have been learning and what the outcomes are. Children talk about what they need to learn in order to achieve a particular level. They then decide together whether they have achieved the level. Do as

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many activities as needed, as often as necessary to achieve a particular level. Children can then tick the level achieved in the appropriate box provided.

- Most language learning in the classroom could be related to 'can do' statements that provide the basis for children's self-assessment or work in the Dossier.

Developing language-learning strategies

An important aim of language learning is to familiarise children with strategies which they can apply to the learning of any language.

For example, children learn and apply effective ways of:

- **communicating** – understanding spoken language and being understood;
- **practising** new language;
- **memorising** words, sentences, texts and rules;
- **applying** prior knowledge to create new language.

Children can draw upon effective language-learning strategies, which have been developed when learning their first language, and for some children, their second language, and apply them to the learning of a new language.

How can teachers help to develop children's language-learning strategies?

- Regularly transfer the teaching role from the teacher to children in the class. As children take on the role of teacher they become more aware of how they and others learn most effectively.
- Systematically draw children's attention to the ways in which they are learning a language and encourage them to list and to re-use successful strategies.
- Point out that individuals have different learning styles and preferences – what works for one person will not necessarily work for another.
- Experiment by trying out different methods of learning with the class. They can evaluate the success of, for example, communicating using some gestures; different methods of memorising words and phrases using rhythm, rhyme, blocking out words; understanding by interpreting gestures, asking someone to repeat something or speak more slowly.
- Build up a wall poster of effective language-learning strategies and refer to them frequently.

How to help children to reflect on their learning skills and strategies

- Ask children what they want to learn in the new language. This supports reflection on their existing knowledge and their learning needs. In a simple way it passes some of the responsibility for decision-making to the child.

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- Encourage children to note down or draw what they have learned in a word list or vocabulary book, for example, list 'Now I can talk about ...', list 'My new words'. This encourages reflection on learning and the articulation of newly learned items. It also supports the development of personal strategies for collecting and organising new words and phrases.
- Regularly ask children questions along these lines:
  - What have you done?
  - For what reason?
  - Did it work?
  - How do you know?
  - Was it hard or easy?
  - If hard, what would make it easier?
  - What have you learned from this activity?
  - What have you learned about your learning and how to make it more effective?

Activities

After practising language through conversations and role plays, encourage children to think about which level in the 'Better and better!' charts best describes what they have been doing.

- Pick out a statement from 'Better and better!'. Children working in groups have five minutes to imagine an activity or scenario that would illustrate that statement and level of competence. Children then compare activities and scenarios.
- Ask children to describe what they would like to be able to do by the end of the term or year and then ask the group to search 'My progress in learning languages' and 'Better and better!' in order to find a suitable statement. Discuss some simple, enjoyable ways of achieving the goal.

Developing intercultural understanding and contact (pages 6 and 31)

Knowledge, awareness and understanding of the relationship (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness ... intercultural awareness includes an awareness of regional and social diversity in both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner's L1 and L2 ... In addition to objective knowledge, intercultural awareness covers an awareness of how each community appears from the perspective of others, often in the form of national stereotypes.

Common European Framework of Reference for Languages

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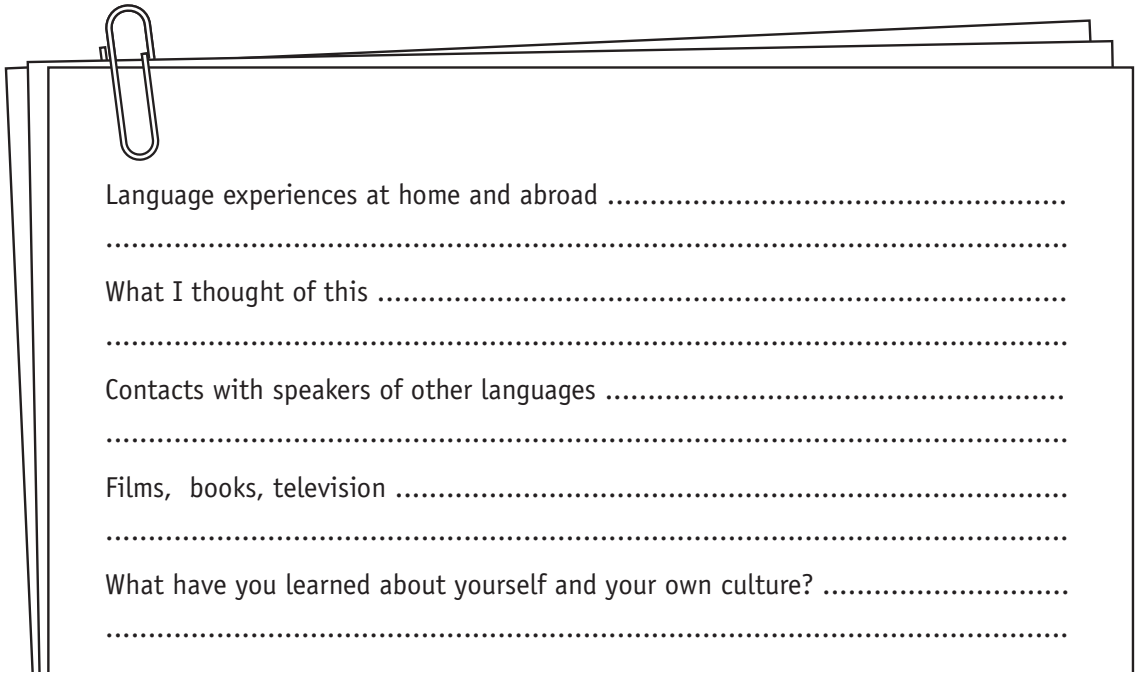
The ELP can help to develop children's intercultural awareness and understanding. Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their daily lives, beliefs and values. Learning a foreign language brings children into contact with aspects of the culture of other countries. The practical nature of MFL courses may make this contact even more real, whether inside school, on special days or beyond the classroom, by using the Internet, e-mail, school trips abroad and links with other schools.

To begin to develop awareness, ask children questions such as:

- Where could you hear or see examples of the foreign language outside the classroom? For example, the media, Internet, products, visits, encounters with members of different communities.
- Have you met or seen people from a different country? For example, on television, in person, on holiday.
- What did you learn from such encounters? For example, awareness of different languages, aspects of geography, music, celebrations, religious and social factors.
- How could you record some of these experiences in your Portfolio?

Children might begin to work with a simple sheet, e.g.



Language experiences at home and abroad .....

.....

What I thought of this .....

.....

Contacts with speakers of other languages .....

.....

Films, books, television .....

.....

What have you learned about yourself and your own culture? .....

.....

A copy of the sheet may be used many times over in order to gradually develop intercultural awareness over time.

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4 The ELP beyond the classroom

Sharing ideas and experiences with colleagues

Working on the ELP helps to develop a whole-school and a community approach to language learning and intercultural awareness. The ELP may be used in your school to support all foreign language learning. It would be beneficial to make parents aware of the ELP, its function and benefits. Teachers could share with other colleagues experiences of working with the ELP.

Consider these possibilities:

- Meet regularly with other teachers in your school or neighbourhood who use the ELP.
- Prepare a joint presentation on the ELP with another colleague.
- Make a presentation at a staff meeting, a regional teacher's meeting or a parents' meeting, to governors.
- Prepare an exhibition of children's work with the ELP.
- Write about the ELP for your school bulletin, an outside journal or newspaper.

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Information for parents

What is the *European Language Portfolio* (ELP)?

It is a personal document that can:

- show someone's competence in different languages and their contacts with other cultures;
- guide the learner's language learning.

What's in the ELP?

There are three main sections which your child can fill in at regular intervals:

1 'My Language Biography': a personalised learning diary, showing specific achievements in language learning;

2 'My Dossier': a record of children's work in languages which they can add to throughout their course, keeping work in a folder.

3 'My Language Passport': this section is a record of children's attainment in different language skills and shows intercultural experiences in and out of school;

There is also a section called 'Better and better!' in which children tick statements describing what they can do in languages.

Is the ELP only for children?

The Council of Europe has defined three *European Language Portfolios* for three different stages in life, primary school, secondary school and adult life. In the UK there are currently two published and accredited Portfolios, one for primary school children and one for adults.

How can my child use the ELP?

Your child can record how well he or she can understand and communicate in other languages. The ELP can help to inform your child about his or her own language skills and help him or her to assess his or her progress.

How can parents help?

Talk with your child about learning languages. Look at the ELP together and help him or her to fill in parts of it, for example, the section about encounters with other languages. Suggest things which children could add to their dossier.

Ask children to demonstrate their skills by teaching you some of the new language. Look at the ELP before meetings with teachers and discuss your child's progress with the teachers using information from the Portfolio.

What happens when my child changes class or school?

The ELP is a valuable tool in transition as it tells the next teacher or school what your child can do already, thus helping to avoid unnecessary repetition of work.

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The European Language Portfolio – Junior version can be ordered from:
Central Books
99 Wallis Road
London E9 5LN
Tel: 0845 458 9910
www.centralbooks.com

or can be downloaded free of charge from **www.nacell.org.uk**.

For further information about the Portfolio see the Council of Europe website: **http://culture2.coe.int/portfolio**.

For further information about early language learning see the website of the National Advisory Centre on Early Language Learning: **www.nacell.org.uk**.

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Appendix

Common European Framework levels and descriptors

The Council of Europe's common reference levels are fundamental to the ELP and form the basis of the checklists in the Language Biography.

		A1	A2	B1
UNDERSTANDING	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest-frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high-frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPEAKING	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

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B2	C1	C2
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

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